

Family & Community Involvement Task Force
Wednesday, October 5, 2011
9:30 AM to 3:30 PM

Invited Attendees: Brenda Taylor, Northampton County; Roxanne Taylor, Randolph County; Tomekia Hutchins, Wayne County; Amy Bowles, Gaston County; Amy Haigler, Robeson County; Brenda Lassiter, Perquimans County; Orlando Hernandez, Chatham County; Libby Brown, Caldwell County; Stephanie Wallace, ArtSpace Charter; Jose Hernandez-Paris, Charlotte-Mecklenburg Schools

Topic?	Time?	Who?
Introductions <ul style="list-style-type: none"> • What we each bring to the table? 	9:30-10:00	All
Task Force Background <ul style="list-style-type: none"> • Superintendent's Parent Advisory Council • How to bring parent voice to the council? 	10:00– 10:30	All
Family & Community Involvement ESEA, Section 1118	10:30 to 11:00	All
Family Involvement Research & Putting it into Practice	11:00 to 12:00	All
Lunch (in room 224)	12:00 to 1:00	All
What's Working?	1:00 to 2:00	All
Where do we see the task force going? What are our Goals? Who else needs to be at the table?	2:00 to 3:00	All
Wrap-Up, Schedule Next Task Force Meeting	3:00 to 3:30	All

Section 1116(b) New Title I Schools

New School Categories	Criteria	Funding Options	LEA/School Requirements
Rewards	1) Highest performing <ul style="list-style-type: none"> Highest absolute performance over a number of years "all students" and all subgroups Highest graduation rates 2) High-progress <ul style="list-style-type: none"> Top 10% all Title I schools making progress Most progress "all students" groups Most progress in graduation rates 	1117(c)(2)(A) (75% to schools in highest quartile poverty percentage)	<ul style="list-style-type: none"> None
Focus	Number equal to at least 10% of Title I schools <ul style="list-style-type: none"> Greatest achievement gaps or at the high school level, largest within school gaps in the graduation rate Subgroups furthest behind or at high school level, low graduation rate 	Leveraging funds previously required for SES/choice (20%) 1003(a)	<ul style="list-style-type: none"> May continue SES/choice May select interventions that are effective in like schools and address different types of school needs
Priority	Number equal to at least 5% all Title I schools <ul style="list-style-type: none"> Among lowest 5% Title I schools based on "all students" and lack of progress Title I eligible or participating w/<60% graduation rate over a number of years SIG schools 	1003(a) 1003(g)	<ul style="list-style-type: none"> SIG implements 1 of 4 models Others implement interventions aligned to Turnaround Principles over 3 yrs.

- SEA must provide timely and comprehensive monitoring and technical assistance for focus and priority schools.
- SEA must hold LEAs accountable for improving school and student performance.
- SEAs must develop criteria to determine when a school is making significant progress.
- SEA and LEA must ensure sufficient support for implementation of interventions in priority and focus schools.

NOTE: For 2011-012 there are 2519 Schools/1265 Title I Schools

1. Public Notice Requirements
 - Web posting
 - Listservs
 - NCCAP
 - Others: Faith-based, community-based, civil rights organizations, representatives of SWDs and ELs, business organizations, teachers, parents, and students.
2. Consultation Requirements (meaningful/diverse stakeholders)
 - Committee of Practitioners (COP)
 - NCCAP
 - NCAE
 - NCPTA
 - SIG Advisory
 - Parent Task Force
 - Distinguished Schools Advisory
 - Others
3. Identify Sources for Attachments
 - Public notice
 - Comments received
 - Evidence of formally adopted college- and career-ready (CCR) standards and adoption process
 - MOU/letter from State network of IHEs certifying State standards correspond to CCR standards
 - RttT MOU
 - Evidence that assessments and standards submitted to USED for peer review
 - Average statewide proficiency for 2010-11 in reading/lang. arts and math by "all students" and subgroups
 - List of Reward, Priority, and Focus schools
 - A copy of teacher and principal evaluation and support guidelines
 - Evidence the SEA has adopted one or more of the guidelines
4. Selecting Waivers
 - 1111(b)(2)(E-H) allows SEA to develop AMOs for determining AYP reading/math
 - 1116(b) removes current status of schools and requirements for sanctions
 - 1116(c) removes LEA Improvement/Corrective Action status and requirements
 - 6213(B)/6224(E) removes restrictions on use of funds (related to LEA/school improvement)
 - 1114(a)(1) allows any school implementing interventions to operate as schoolwide
 - 1003(a) allows use of funds for any focus or priority school
 - 1117(c)(2)(A) allows use of funds for any reward school
 - 2141(a-c) removes restrictions on use of Title I and II funds related to HQT
 - 6123 removes limitation on percent transfer of other funds into Title I
 - 1003(g) allows use of SIG funds for any priority school
 - Optional Flexibility: allows 21st CCLC funds to be used for extended learning w/in school day

**NORTH CAROLINA STATE BOARD OF EDUCATION
FUTURE-READY STUDENTS
for the 21st Century**

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Goal: NC public schools will produce globally competitive students.

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st Century.
- Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.
- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.

Goal: NC public schools will be led by 21st Century professionals.

- Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
- Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions.
- Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.
- Every educational professional uses data to inform decisions.

Goal: NC public school students will be healthy and responsible.

- Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.
- Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
- Every school focuses on developing strong student character, personal responsibility, and community/world involvement.
- Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

Goal: Leadership will guide innovation in NC public schools.

- School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.
- School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
- Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.
- The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.



Goal: NC public schools will be governed and supported by 21st Century systems.

- Processes are in place for financial planning and budgeting that focus on resource attainment and alignment with priorities to maximize student achievement.
- Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.

Goals approved by the North Carolina State Board of Education on September 7, 2006.

(A) IN GENERAL- Each State shall distribute not less than 75 percent of any amount reserved under paragraph (2)(A) for each fiscal year to schools described in subparagraph (B), or to teachers in those schools consistent with subsection (b)(3).

(B) SCHOOL DESCRIBED- A school described in subparagraph (A) is a school whose student population is in the highest quartile of schools statewide in terms of the percentage of children from low income families.

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall —

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and

participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) **BUILDING CAPACITY FOR INVOLVEMENT-** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) REVIEW- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-

(1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

(2) STATE PLAN- As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum —

(A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year;

(B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and

(C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

(3) LOCAL PLAN- As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005-2006 school year.

(b) REPORTS-

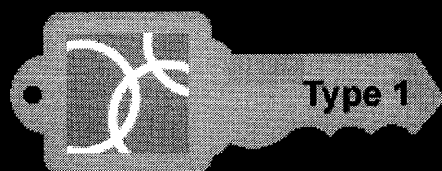
(1) ANNUAL STATE AND LOCAL REPORTS-

(A) LOCAL REPORTS- Each State educational agency described in subsection (a)(2) shall require each local educational agency receiving funds under this part to publicly report, each year, beginning with the 2002-2003 school year, the annual progress of the local educational agency as a whole and of each of the schools served by the agency, in meeting the measurable objectives described in subsection (a)(2).

(B) STATE REPORTS- Each State educational agency receiving assistance under this part



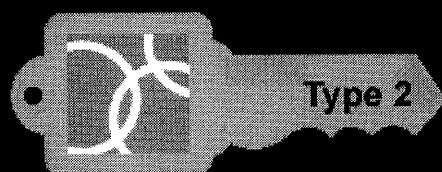
Keys to Successful Partnerships: Six Types of Involvement



Type 1

Parenting

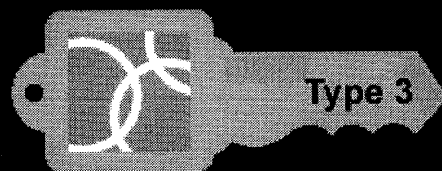
Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.



Type 2

Communicating

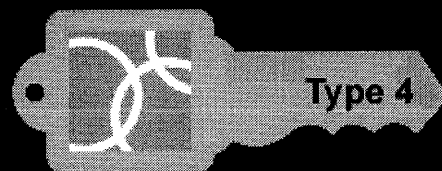
Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.



Type 3

Volunteering

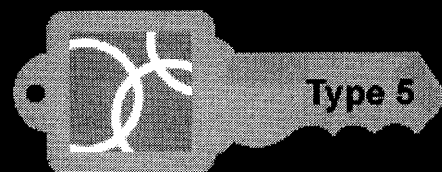
Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.



Type 4

Learning at Home

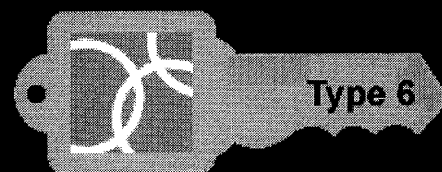
Involve families with their children on homework and other curriculum-related activities and decisions.



Type 5

Decision Making

Include families as participants in school decisions, and develop parent leaders and representatives.



Type 6

Collaborating with the Community

Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy on Family Involvement

Policy Identification**Priority:** Strong Family, Community, and Business Support**Category:** Parent and Family Involvement**Policy ID Number:** FCB-A-000**Policy Title:** Parent/Family Involvement**Current Policy Date:** 06/30/2005**Other Historical Information:****Statutory Reference:****Administrative Procedures Act (APA) Reference Number and Category:**

Parent/Family Involvement Policy

The North Carolina State Board of Education recognizes that parents/guardians, families, schools, and the community share the responsibility for the education of our children. Creating positive home, school, and community partnerships is essential to carrying out this shared responsibility successfully. To support the State Board's strategic priority and the North Carolina Department of Public Instruction's (NCDPI) efforts promoting high student performance, school administrators, teachers and parents/guardians must work as knowledgeable partners.

The State Board believes that schools must create an environment that is conducive to learning and supports strong family partnerships. Collaboration between all school personnel and parents/guardians is essential to support student learning. School personnel will encourage and involve parents/guardians of children at all ages and grade levels by providing and respecting a variety of opportunities for involvement, while recognizing and respecting the diverse needs of families in their community. The NCDPI, local school districts and school personnel, in collaboration with parents/guardians, shall establish programs and practices that enhance parent/guardian involvement and reflect the specific needs of students and their families.

Local school districts, in collaboration with parents/guardians, teachers, students, and administrators must establish and develop efforts that enhance parental involvement and reflect the needs of students, parents/guardians and families in the communities they serve. In order to enhance parental involvement, schools should promote the following essential elements:

- **Communication.** Facilitate regular, two-way, and meaningful communication between home and school. (Communication should be in a format that parents/guardians understand.)
- **Parenting.** Promote and support responsible parenting.
- **Student Learning.** Inform and involve parents and caregivers in children's learning activities so that they may play an integral role in assisting student learning.
- **Volunteering.** Ensure that parents/guardians are welcome in the school and seek their support and assistance in a variety of ways.
- **Advocacy and Decision-Making.** Include parents/guardians as partners in the decisions that affect children and families.

- **Training.** Assess the parents' informational needs and provide parent training based upon those needs.
- **Community Collaboration.** Collaborate with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning.
- **Student Health.** Promote health awareness among parents/guardians by addressing the need for health programs and student health services, which are linked to student learning.

The State Board supports the NCDPI in its role to foster wider and substantive family and community involvement by:

- Identifying and sharing information with parents/guardians and families about effective educational programs;
- Collecting and disseminating information about current research, model programs, and best practices for family/school/community involvement programs;
- Providing information on effective funding sources for the development, implementation, and evaluation of programs;
- Coordinating state-level efforts to work with the private sector, foundations, and other public agencies regarding funding educational initiatives; and
- Working in partnership with higher education to address strategies for parent/family involvement in the coursework for teacher training programs.
- Working with parents/guardians to identify and access health services and programs for parents and family.

The State Board recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. The NCDPI shall develop and implement guidelines that support professional development opportunities for school personnel to enhance understanding of effective parent involvement strategies and to develop and implement practices that involve parents/guardians in a meaningful way in the education of their children.

In addition to programs at the school level, the State Board endorses each school district's development, implementation, and regular evaluation of a program(s) to involve parents/guardians using, to the degree possible, the components listed above. These partnerships are mutually beneficial. Developing cooperative efforts and linking access to resources will ensure improved academic achievement for all students, as well as quality schools.

Engaging parents is essential to improved student achievement and to realize our mission:
North Carolina's public schools will create a system that will be customer driven with local flexibility to achieve mastery of core skills with high levels of accountability in areas of student achievement.